

Which Needs Should be Emphasized to Help Novice Teachers? The Findings of a Qualitative- Quantitative Study in Primary Schools of Tehran

Naser Yaqub Nejad Qayen¹, Hasan Reza Zeyn Abadi², Sara Naimi³

¹Faculty member of Birjand University; ²Faculty member of Birjand Tarbiat Moallem University of Tehran; ³Primary School Teacher

Abstract

This study aimed to assess the needs of novice teachers and its questions are formulated based on action- reactions and novice teachers' communications in schools in five subscales, including the management and school structure, students and classes, co-workers, training guide and parents. For a deep and thorough response to these questions, "mixed exploratory "research method was used and study was conducted in two quantitative and qualitative stages. In the qualitative stage, initially, 25 semi-structured interviews were carried out using purposive sampling. In quantitative stage, using 250 markers that were identified by interviews and examining study background, the researcher made questionnaire was formulated including 112 questions in part A. Then, a total of 447 questionnaires were given novice teachers, using "available" sampling and two methods of presence and email that among them 371 questionnaires were received. Findings suggest that there is statistically significant difference between the questions average ratings for each of study's 5 sub-scales. Then in subscales of management and school structure, the administrators' support from teachers against the parents; in students and class subscale, using the examples in teaching, mastery of course content and classroom management; in subscale of colleagues, equal responsibility of teachers with experienced colleagues and teachers; in subscale of training guide, teacher's difficulty perceived by guide and in subscale of parents, tracking the status of students are the most important needs of teachers. Among the five main components, the greatest need was in the context of classroom and students. The results are consistent with the findings of valid researches in

this area. In addition, the amount of questions fitting of each subscale with model is acceptable.

Keywords: Educational monitoring and control; novice teachers; guidance, primary school.

Introduction

Teacher is known as the most important factor in the success or failure of activities and educational innovations, as his behaviors, attitudes and performance in the class guarantee the growth or stagnation of the training process. For this reason, teachers' selection, recruitment and retention should be done with care (e.g. Salsabili *et al*, 2003). People who are volunteer for teaching profession, after a period of Pre Service Training or Teacher Training enter into a world that it can be called teacher world. Mehr Mohammadi (1992) in this regard suggests that teacher world, is not the physical world, but it is the psychological characteristics of those who have become a teacher.

In teacher world, first years of teaching is very vital because how novice teachers confront with the needs and requirements of the job, determines whether these teachers remain in the profession or leave it. Many teachers looking at their first years of teaching confirm the fact that teaching experience in this era was the most difficult experiences that they have gone through. The first year teacher waits for his job with patience mixed with anxiety and asks himself how to start the job in order to fulfill his job successfully. He asks himself: what does expect the administrators from me? Will the administrators support me? How is the school atmosphere and structure? What would I do on the first day and other days of class? Who are students?

Corresponding author: Naser Yaqub Nejad Qayen, Faculty member of Birjand University. E-mail: naser.yahghobnezhad@yahoo.com

How do I order chairs or benches of the class? Which interests, background and resources students enter the classroom with? What should we teach students? How do I teach them? Whether students should be kept quiet or crowded classes and students means active, appropriate and effective training? After going through the first week of school, how can I know what my students have learned? How do I exam students? What does show student test scores me about them? Who are my colleagues and what do they expect me? How do I communicate with my colleagues? How do I use their experience? How are their families? Will I be accepted by their families? (e.g. Yaqub nejad, 2010)

Certainly endless questions can be added to the above list, however, the important issue that is examined in this study; is to determine the needs and priorities of novice teachers through scholarly and academic research; since awareness and attention to the needs of novice teachers effects the success of aiming, planning and effective use of supervision and educational guidance and play an important role in improving professional and expertise practice and in preventing confusion and discouragement. Accordingly, the effectiveness of the education process is subject to accurate and sophisticated understanding needs of novice teachers; Cognition that has significant impact on the success of a teacher in one hand and Education system achievement in the goals of the education on the other hand (e.g. Yaqub nejad, 2010).

Paying attention to this issue in primary period is of particular importance; since the primary period is the base and foundation of students' general education. This period because of creating thought mutations, judgment formation and development of making sense of community is called the beginning of great entry period; so the teacher's vast and deep knowledge cannot be the main criterion for the social base and moral authority, especially in this period. So it can be argued that the major requirement of becoming a teacher, in addition to being a talented individual to accept required knowledge is that a volunteer for this job should have certain requirements; that is necessary in required changes in student's behavior and completing his understanding from concepts (e.g. Askarian, 2005). But it seems that novice teachers have little experience and preparation for above changes. Because in recent years, the composition of teachers are employed in the education system, is generally people who have entered into education field are from academic environment, without specialized and needed training to teach and learn skills and abilities for important issue of education and teaching and without teaching experience in the classroom. However, even

those teachers who have had needed trainings in appropriate teacher training centers, colleges and courses for pre-service or university, are encountered with various problems in different fields (e.g. Farrokhi, 2002).

Research literature

Internal Studies

It will not be an exaggeration if we say that subject of novice teachers has been neglected in educational Sciences in Iran. Of course many researches have been conducted entitled in-service training of teachers and teacher training that does not cover the subject and the needs of novice teachers. Researcher reviews suggest that paying attention to novice teachers' needs does not have much history and has not followed clear and scientific trend. In addition, the researcher found only two studies.

Khademi (1988) MA Thesis entitled "Studying difficulties of graduated teachers from teacher training institutions" at Tehran University and aimed to answer two questions: "what is the relative importance of problems for novice teachers in Iran?" and "If the relative importance of novice teachers' problems in Iran is comparable with relative importance of novice teachers' in US and Europe as it was reported in Winman study? ». The sample group of this study consisted of 89 diploma teachers of Yazd city with training history less than five years. Researcher did not classify teachers' problems at the end of study and satisfied with providing a list of 27 needs of sample. Researchers in a study concluded that teachers' the most fundamental problems in the field of facilities include education space, educational resources such as books and educational resources such as books, teachers' guide and teacher support in the educational field; what is the basic requirement in beginning of teaching.

Rezaei (2008) has conducted a research project entitled "Studying occupational problems of novice teachers in guidance school and comparing with other teachers". Objectives of this study:

1. Comparison of male and female teachers' professional problems
2. Comparison of teachers' professional problems with various service records
3. Comparison of professional problems of teachers with different educational degrees
4. Comparison of professional problems of graduated teachers of different educational majors

He has used researcher made questionnaire to collect their data including 50 questions and 7 component that include familiarity with school and work relation-

ships, communication with students, using training materials and equipment, assessment and evaluation of students' academic achievement, classroom management, improving learning situation and using teaching methods and techniques. The results show that most of teachers' problems is in field of using materials, equipment and classroom management.

Research entitled "Study of Guide Teachers' Performance from Perspectives of Saduq city Teachers" by Islamic Mahdi Abadi (2002) in 2001-2002 academic year was conducted, the results are as below:

- Guide teachers are not effective on teachers' knowledge increase.
- Guide teachers are not effective on improving teachers' teaching methods.
- Guide teachers are lack of professional competence and knowledge.
- Guide teachers necessity is not clearly known.
- Guide teachers do not improve education, training and academic achievement of children.
- There is significant difference between male and female teachers' Perspectives on guide teachers.

Naderinia (1993) has done a descriptive study entitled "Understanding the needs of teachers and its impact on their educational performance". Research findings are:

- More than 75% of teachers are satisfied from choosing teaching job.
- Low salary is one of the most problems of teachers.
- More teachers have problems for commuting troubles.
- 28% of teachers have second job to meet their means of living.
- 33.5% of teachers have mentioned providing cost of housing and 57% of teachers have mentioned procurement through consumption cooperation as needed requirements.

Many studies have been done in the scope of teachers' work, but the researcher accessed only two studies between internal investigations that directly have addressed the issue of novice teachers. This situation affirms that this field has been neglected in educational researches. Moreover, two studies (1989 and 1999) have been done a long time ago. In addition, to identify the needs of novice teachers, only a researcher made questionnaire has been used that due to the fact that this field is unknown in educational sciences researches, it seems that understanding novice teachers' needs to deep research processes such as interviews with educational experts. Perhaps one of the reasons that the results

of these two studies have less alignment with foreign studies results lies in this last point.

Foreign Studies

Reviewing the evolution of researches carried out in the case of novice teachers in Europe and the U.S. show that study in this case, goes back nearly half a century ago, that is the beginning of the seventies, and this has become a research tradition (including studies of e.g. Braga, 1972; Campbell, 1972; Newberry, 1978; Zeichner, 1981; Kurtz, 1983; Armstrong, 1984; Romatowski, Dorminey & Van Voorhees, 1989; Paese, 1990; Osbourne, 1992; Niebrand, Horn & Holmes, 1992; Cameron, 1994; Dussault, Deaude-lin, Royer & Loiselle, 1997; Corley, 1998; Gordon & Maxey, 2000; Chris, 200; Rutar, 2008, and Roehriga, Bohnb, Turnerc, Pressley, 2008, quoted from Yaqub-nejad, 2010). Some of the most important researches in this area will be mentioned:

Among studies on novice teachers is an investigation done by Roehrig, Bohn, Turner & Pressley (1984). This study is the results of analyzing and collecting 83 researches that have been done between 1960 and 1984 on the needs of novice teachers. Then Roehrig, Bohn, Turner & Pressley's study from 83 researches on the needs of novice teachers, probably is the best known and most widely recognized work that has been done in this field. "Perceived problems of Beginning Teachers" study was conducted by Simon Winman and its report was published in 1984. In this study, researcher found 83 researches by identification and collection of studies around the world in a twenty-three-year period (1960 to 1983) about the issues perceived by novice teachers. This study, as the most comprehensive study in this regard, led resulted to authentic and intriguing findings that are as: classroom discipline, motivating students, dealing with individual differences among students, evaluation and assessment of student work and relationships with parents.

Two years after Winman study, Ryan (1986), introduced six issues that are common among most novice teachers respectively: the shock of familiarity, disciplinary problems of students, confronting parents, communicating with administrators, teachers colleagues and educational issues.

Watson (1987) has studied and analyzed more than 600 elementary school teachers and 700 high school teachers. These teachers were passing second-year of their work and they were asked to identify and characterize teacher training programs deficiencies. Haughton & laws (1993), based on Watson's findings, concluded that 14% of high school teachers and

9% of elementary school teachers have stated behavior management and discipline as priority issues for novice teachers (as quoted by Chris, 2001).

Odell & Feraro (1992) in a discussion on the supportive programs for novice teachers, announced their needs as follows: 1. Encouraging students to work, 2. Improving educational techniques, 3. The way of talking with parents, 4. Understanding the work environment, 5. The way of facing the training tasks and sub plans.

A study conducted by Heafford & Jennison (1998) has collected data from 165 teachers that have completed training after BA at University of Cambridge in 1978. They found that 51 percent are still teaching in high school or colleges. 25% are employed in a series of posts related to training. 20% are employed in posts unrelated to training and 5 percent are not employed. He also adds that working with young people and using related knowledge in the classroom are introduced as two positive factors to increase teaching enjoy. Also, teaching and administrative duties are referred as the inhibiting factors.

Purcell, Wilton, Davies & Elias (2005) conducted a study on a group of students that were qualified for teaching in every respect using a sample of 984 questionnaires and 42 interviews. They considered teachers' perspectives in the first four years of teaching in part of their report that entitled "living up to expectations" and compared positive perspectives (related to students, diversity and challenge in teaching and their autonomy in their work) and negative perspectives (work compression, bureaucracy, hours of work, lack of work-life balance and behavioral problems of students). The researchers concluded that although for most teachers in this sample, work is according to their expectations, but many have reported that this work is hard than their expectation.

Nolan & Hoover (2008) in addition to describing training courses for novice teachers, in studying their most important needs, have mentioned ten cases : time management, classroom management approaches that reduces disciplinary problems, standards and curriculum integration when designing training courses, providing educational resources available in the school and community, the diversity of teaching according to the needs and different abilities of students, using a variety of strategies to assess student learning and using results in subsequent teaching programs, applying training technology, interpersonal communication skills, establishing a common understanding of regional standards for

evaluation and evaluation procedures and developing a workbook that reflects individual progress toward achieving the standards (e.g. Abdullahi , 2009).

Finally, it should be noted that although the problems and special needs of novice teachers have been studied in number of researches and thesis in different countries, including America, but none of these studies have provided a similar list of problems and needs carefully. The difference in recognizing needs is resulted from the fact that novice teacher may have critical needs that may be different from guidance professional needs of a novice teachers. In fact, each novice teacher may have needs similar with most of novice teachers and some needs may be special for new group in special conditions of work.

In this study, due to the action- reaction and teacher communication at school, teacher needs are classified into five components including the needs of novice teachers in conjunction with administrators, class and students, colleagues, guidance teachers and parents and study questions have also been adjusted accordingly.

Research questions

1. What are the most important needs of novice teachers associated with the management and school structure?
2. What are the most important needs of novice teachers associated with class and students?
3. What are the most important needs of novice teachers associated with colleagues?
4. What are the most important needs of novice teachers associated with training guidance?
5. What are the most important needs of novice teachers associated with parents?
6. What is the most important need of teacher among five components?

Materials and Methods

To accomplish the aim of this study, that is to assess the monitoring needs and directing elementary novice teachers, firstly Qualities Approach and then Quantities Approach are used then this study is in Exploratory mixed method range. "In Exploratory mixed method researcher seeks ground of "uncertain situation". To this end, researcher firstly begins to collect quality data. This process guides him to describe a number of phenomena aspects. Then, in the next stage, researchers can test the findings of the quantitative stage on a large scale through collecting quantitative data (e.g. Bazarqan, 2008).

Statistical population

The qualitative stage includes all education professionals. Education professionals are all specialists in the field of supervision and guidance, university professors, authors and translators in this field, guide teachers, training supervisors, school administrators, experienced and novice teachers. In quantitative stage research population consisted of all novice teachers in Tehran primary schools in 2010-2011 that is estimated by inquiry from Education Assistance and Expert of educational groups of Tehran Education Organization. In study performing year, 6,000 novice teachers are working in primary schools in Tehran city.

Sample and sampling

Due to the nature of the study to determine sample in qualitative stage, Homogeneous Sampling has been used that is one of the Purposeful Sampling methods. This method is used to describe a sampling method where people are selected who is rich in information in terms of qualitative research goals. (e.g. Gall, Borg, Gall, 2003, translated by Nasr and colleagues 2005). So, 25 scholars, supervision and guidance professionals and teachers, school administrators, experienced teachers, guide teachers, model teachers and novice teachers to identify markers of professional guidance of novice teachers were interviewed that the details are mentioned in table 1.

Table 1. Number of people interviewed

Total	School administrators	exemplary Teachers	Experienced teachers	Novice teachers	Guides	Management training instructors	Title
25	3	3	4	5	4	6	No. of interviews

In quantitative stage to determine the sample, due to the constraints existing in accessing novice teachers and lack of clear statistics of the number, service levels and business schools of novice teachers, Available Sampling method is used. Also, according to Krejcie & Morgan Table, questionnaire must be carried out among 364 novice teachers, but due to coincidence of data collection with elementary school exam days, and considering the possibility of absence of teachers in school and, loss of data, 447 people were selected to answer a questionnaire and questionnaires was distributed among them, that among them 371 questionnaires were received.

Instruments

To gather research data, interviews have been used in qualitative stage and researcher made questionnaires have been used in quantitative stage.

Qualitative stage (interview)

At this stage, the researcher firstly overviewed other researches' interview questions that have been done in this area, and then provided questions. Then, based on faculty members and advisers' perspectives and people who are associated with teacher, the questions were posed as follows:

1. In your opinion, what needs does novice teacher face?

2. In your opinion, what is the most important need of novice teacher?

3. In your opinion, what classifications do it exist for teachers' needs?

4. What are the most important needs of novice teachers associated with each component?

Then, using "Semi structured interview method" and "Key informant interview" (Gall, Borg, Gall, 2003, translated by Nasr *et al* 2005), Interviews were conducted with 25 subjects. Based on the results of conducted interviews, 250 markers were detected. The number of identified markers from respondents are reported in Table 2.

Quantitative stage (questionnaire)

For gathering information at this stage, researcher made questionnaire is used. Thus, based on needs identified from the literature review of the subject and elite perspective, primary questionnaire was set according to research five components including the management and structure, class and students, colleagues, educational guide and parents by guide of consultant professor and advisor. Part «A» included a 13 demographic questions and Part B included 130 questions that was set using 5 point Likert scale, so that respondent agreed with each of the options- from minimum to maximum rates respectively 1, 2, 3, 4 and 5.

Table 2: The number of markers identified in the interviews

Total number of symptoms	Of parents	Field Guide	Cooperation	Class and students	Management and Structure	General	Interviewee
45	1	18	4	9	2	11	University professors
43	5	10	4	10	6	8	Teachers manage
55	6	16	7	16	5	5	Experienced teachers
69	6	24	8	15	6	10	Novice teachers
38	7	8	5	10	3	5	Training tips
250	25	76	28	60	22	39	Total

In experimental stage, the questionnaire implemented experimentally among 36 novice teachers of Tehran, thus, 8 questions that had negative correlation with total score were removed. At this stage, the reliability of management component was 0.87, students and class component 0.71, coworker component 0.65, coworker component 0.90, parent component 0.68, and for total questionnaire was 0.90. After above stages, final questionnaire was prepared with 112 questions. Thus the questions 1 to 31 test management and structure component, from 32 to 65 class and students component,

from 66 to 85 coworker component, from 86 to 99 guide component and from 100 to 112, Partners component. The above questionnaire according to Morgan Table should be implemented between 364 novice teachers, however, due to the coincidence of the data collection with elementary schools exams and consider the possibility of absence of teachers at schools and loss of data, 447 people were selected to answer the questionnaire, and the questionnaires were distributed among them, of which 371 questionnaires were received. Detailed questionnaire distribution, is shown in Table 3.

Table 3: Frequency and percentage distribution of questionnaires in person and email

Percent	The number of received	Percent	The number of distribution:	Questionnaire distribution
80%	297	78%	350	In person
20%	74	22%	97	The number of received
100%	371	100%	447	Grand Total

Validity and reliability of the data collection instrument

Content validity

To determine content validity, the questionnaire was studied by 15 experts involved in the process of training guidance including 5 professors, 4 novice teachers and 6 experienced teachers, that were selected based on the criterion of having rich information about the subject and 10 questions were removed from questionnaire.

Construct Validity

To determine construct validity, the questionnaire was implemented among 371 novice teachers. Data were evaluated using Confirmatory Factor Analysis, Laurel software and its description has been reported in the findings.

Reliability

To estimate the reliability of the questionnaire, prior to any analysis, first the validity of parental subscale was examined. In other words, after data

Screen and Recoding process, validity of this subscale using Cronbach's alpha and SPSS software was analyzed. Table 4 has reported validity and reliability of components.

Qualitative Data Analysis

In this study, 250 markers that were identified from interviews are considered as qualitative data and were analyzed by categorization or grouping method in five factors including the needs of novice teachers associated with administrator, class and students, colleagues and parents.

Quantitative Data Analysis

Quantitative analysis of study data will be done in two parts. Accordingly, the Friedman test is used to determine the most critical needs of novice teachers. Using this test and implementing the chi-square test and its significance, teachers' needs are sorted from highest to lowest; so that it can be said which one requires the highest rating, and which one the lowest rating.

Table 4: Separate questionnaire for each of the fields

Cronbach alpha	field
0/92	Management and Structure
0/87	Class and students
0/67	Partners teachers
0/93	Training Guide
0/78	Parental
0/95	Total

Results

First research question: What are the most important needs of novice teachers associated with the management and school structure? A total of 22 markers were extracted associated with these components. The markers with the identified needs from the literature review, led to developing 31 questions in questionnaire on this component. According to the fact that Table 5 significance level in chi-square test is smaller than 0.01 alphas; it can be said that there is significant difference among the ranks of questions in this subscale statistically.

Table 5: Chi-square test results in the component associated with the management needs of novice teachers and school structure

sig	CFI	df/X ²	df	X ²
0/0001	1.00	8.95	21	188.774

Accordingly, the results of ranking each questions from highest to lowest in Table 6 shows that question 26 has the highest rank and question 13 has the lowest rank; accordingly teachers' needs associated with administrators can be specified in order of importance.

Second research question: What are the most important needs of novice teachers associated with class and students? A total of 60 markers were identified from interview with samples associated with this component. In writing questions, the most important markers of this component were used with the identified needs from the literature review, and led to developing 34 questions in questionnaire on this component. According to the fact that at significance level of chi-square test in Table 7 is smaller than 0.01 alphas; it can be said that there is significant difference among the ranks of questions in this subscale statistically, teacher needs associated with class and students. Accordingly, the results of ranking each question from highest to lowest in Table 6 shows that question 56 has the highest rank and question 39 has the lowest rank.

Table 6: Questions are arranged from highest to lowest rated component in communication with the management needs of novice teachers and school structure

Number of Questions	Rating
26.Principal and vice-principal of the criticism instead of my parents are supporting	13.24
21- I feel isolated at school	12.98
27. Director criticism goes to my parents .	12.89
23. Principal or vice-principal advantage of the experiences of other teachers provide	12.72
10. I 'm creative and outstanding principal activities are welcomed and appreciated	12.31
30. The manager encourages me to participate in training courses .	11.86
16. At school , educational tools and training needed to be placed in provided .	11.8
22. Director and Vice- school behavior , fair and experienced teachers do not differentiate between me and	11.73
6 . The school's responsibility is given to those who deserve it .Three .	11.7
3.In the beginning, the manager gave me the dominant culture of the school .	11.57
31. Principal difficulties in addition to my performance , other reasons are given	11.52
1.Important role in reducing stress on the early work of director I was in school	11.42
5.Principal or vice-principal , I put the educational and administrative rules and regulations	11.42
24. Director of prejudice against me (drainage) other teachers to support	11.41
7 . My manager 's expectations of fair and appropriate to my status as a novice teacher	11.35
29. Director , the evaluation of the performance , the novice is being considered	11.27
4. The school atmosphere is so motivated in my efforts and activities are created.	11.1
15 . I am having difficulty in teaching with the guidance and management support to help solve it .	10.63
14 . The manager , after observing , effective feedback to me .	10.58
9 . My opinion is the decision of the school .	10.2
9 . My opinion is the decision of the school .	10.2
12. Detailed information about academic background, family, school principal - the school has given me.	9.66
13. The Manager will regularly observe my teaching.	9.65

Table 7: Chi-square test results associated with the classes in the component needs of teachers and students of knowledge

sig	CFI	df/X ²	df	X ²
0/0001	95/.	37.26	26	969.781

Third research question: What are the most important needs of novice teachers associated with colleagues? 60 markers were extracted from interview associated with novice teachers' needs component. From their

combination with identified markers from literature review, finally 20 questions were set in questionnaire. According to results of chi-square test in Table 7 it can be shown that we can reject null hypothesis based on lack of difference between ranks means and 0.01 alpha and concluded that there is significant difference among the ranks of questions in the subscale of colleagues statistically. Accordingly, the results of ranking each questions in Table 6 shows that question 66 has the highest rank mean and question 72 has the lowest rank mean.

Table 8: Average rank ordered from largest to smallest component in relation to the needs of teachers and students in class

Number of Questions	Rating
56 . The example I use for teaching .	18.15
50. I have mastered the course content .	17.85
57 . I use a variety of teaching tools , educational aids .	16.46
32 . School officials regarding disciplinary problems of students , I am coordinate .	16.42
54 . I try to say in a way so that all students can understand the material .	16.42
55. Training on how to use the tools in the classroom , I know.	16.01
34 . I feel helpless because I do the best job but do not have much consequence .	16.00
37 . Office of Student Assistance → Class I use .	15.95
45 . During my teaching pre- defined schedule (curriculum) is going forward.	15.46
61 . To improve student learning activities and supplemental educational assistance would be used .	15.41
46 . Discipline in the classroom learning environment is well established .	
43. Different ways to strengthen → → ingenuity and creativity of the students go to work .	15.33
62. Different types of evaluation can be used in class .	14.84
64. Oral assessment, students had no problems .	14.68
63. I know the basics of test preparation .	14.07
52. To give all students the same assignment .	13.88
36. Have enacted specific rules for the class .	13.87
58. educational affairs with students are hard to measure .	13.33
47 . Ordering of the different models of chairs or benches can be used in class .	13.07
60. Teaching is a time consuming affair and even occupies my personal time .	11.67
48 . I can hardly handle large number of students in my class .	11.43
51 . I believe in providing high academic assignments .	11.22
One of the major problems I control how students can be crowded and noisy .	10.68
59 . Usually taught , then I low .	10.58
53 . I usually teach lecture courses in various subjects .	10.25
65 . Evaluation of students do not know how I should use .	10.12
39. The traditional relationship between teacher and student , and I 'm not close with high school students .	9.45

Table 9: Chi-square test results on a small scale in relation to the needs of novice teachers, colleagues

sig	CFI	df/X ²	df	X ²
0/0001	0/99	19.30	14	270.569

Fourth research question: What are the most important needs of novice teachers associated with training guide? 76 markers were extracted from interview associated with this component. In writing

questions, from combination of elites' perspectives on important identified markers from interview and literature review, finally 10 questions were set in questionnaire. According to results of Table 11 it can be shown that we can reject null hypothesis with 0.01 alphas and concluded that there is significant difference among the ranks of questions in the subscale of guide. Accordingly, the results of ranking each questions in Table 12 shows that question 91 has the highest mean and question 98 has the lowest rank.

Table 10: Average rating Sort by largest to the smallest, the component needs of novice teachers in touch with colleagues

Number of Questions	Rating
66.I have experience working with similar responsibilities .	9.04
78. I readily accepted among experienced teachers .	8.96
75 . I have experienced teaching assistant in a situation where I have problems , I can be effective .	8.95
81 . Colleagues , they create a space where I do not feel isolated .	8.63
74 . If necessary , staff , facilities , educational aids and put yourself in my hands .	8.53
71 . All the teaching staff , provide appropriate solutions .	8.46
73. Each of the partners, the specific methods for teaching course content similar uses.	8.45
84 . Co- creative activities and new methods that are used in my work , I would welcome .	8.36
67 . Colleagues in every condition and time (even outside of school) to help me .	8.14
79 . The band played the school teacher , will hurt me .	7.9
77.My colleagues on the new findings and methods of teaching have been effective . they find .	7.72
82 . The relationship between partners is governed by specific rules and norms .	7.54
76 . Colleagues who provided me the opportunity to gain experience in the classroom	7.19
85 . If you see the progression of my colleagues , they obstruct .	6.6
72 . Colleagues who can provide guidance to solve my problem does not help .	5.54

Fifth research question: What are the most important needs of novice teachers associated with parents? 25 markers were extracted from total interviews associated with this component. Combination of these markers and identified needs from literature review, finally led to 12 questions.

Table 11: Chi-square test results in the component needs of novice teachers regarding instruction manual

sig	CFI	df/X ²	df	X ²
0/001	0/99	6.38	13	83.245

Table 12: Average rating sorted from largest to smallest Drmvlfh Kardrarthat needs new teachers with training manual

Number of Questions	Rating
91 . Help , my problems are well understood .	□□□□
94. Help in solving problems encountered in the classroom , I can help.	□□□□
92. Help , personal, confidential and reliable .	□□□□
88 . Help , my weak side is clear to me that	□□□□
93. Help , someone with experience in teaching .	□□□□
86 . Help , help me to what I learned in class used to close the university	□□□□
90. Help , my problems are well understood .	□□□□
95 . Help , is fluent subjects .	□□□□
96. Help , Bakri new solutions to solve the problem suggests .	□□□□
97. Help , constantly encouraging me and makes me highly motivated .	□□□□
87. FAQ about school rules , will guide me .	□□□□
89 . Help , the manager of the pitfalls and gives me real needs and progress	□□□□
99 . Help me on how to call and communicate with parents will help .	□□□□
98. I need you to help (even non- working) is available.	□□□□

According to significance of chi- square test results in Table 13 it can be shown that we can reject null hypothesis with 0.01 alphas and concluded that there is significant difference among the ranks of questions in the subscale of parents. Accordingly, the results of ranking each questions in Table 14 shows that question 107 has the highest mean and question 104 has the lowest rank.

Table 13: Chi-square test results in the component needs of novice teachers communicate with parents

sig	CFI	df/X ²	df	X ²
0/000	0/98	11.7	8	88.569

Sixth research question: What is the most important need of novice teachers among five components?

Table 14: Average rating sorted from largest to smallest components in the new teachers' needs in relation to parental

Number of Questions	Rating
107. Parents of students are consistent.	5.46
110. Parents are appreciative of my efforts.	5.42
109. Parents choose to provide information about the characteristics of their students.	5.39
103. My parents 'decisions about students' respect.	5.25
101. Parents over conventional track the status of their children.	5.07
111. Effective measures must be taken to my parents administrator.	4.91
100. Parents of me as a novice teacher to support .	4.73
105. The views of parents in the administration of my classes.	4.60
104. Ways in which parents to educate their children are using my methods are consistent.	4.17

For comparing ranking means of 5 subscales, chi-square test was used. Chi-square test results in Table 15 show that we can reject the null hypothesis with 0.01alpha and concluded that there is significant difference between ranking means in each of 5 subscales. Accordingly, the results of rank means in Table 16 show that rank means from largest to smallest are as below: needs of novice teachers associated with classes and students, management and school structure, colleagues, training guide and parents. Accordingly, it can be said that teachers' needs associated with class and students are in priority.

Discussion and conclusions

This study aims to «review and measure provisional needs of novice teachers» associated with the five components of management and schools structure, classes and students, teachers colleagues, guide teachers and parents.

The results of studying management and school structure sub scale show that novice teachers in mental, responsive and personal field need support of administrator. In other words, many teachers refer to administrator on educational problems. In contrast, given the key role of the administrator, novices need psychological help and support of administrator; hence the need to support teachers in front of parents by administrator can serve as an example of teachers needs to administrator. Fry (2009) also adopting this perspective, believes that supports that novice teacher receives from administrator allows him to apply his systematic teaching strategies without pursuing trial and error methods. Ryan (1986) and Angell & Garfinkel studies (2002) support this issue.

In explaining the above need, we can say that as administrator does not have a good understanding from novice teacher, may be misunderstood in some behaviors of teacher, or may have unclear, different and sometimes conflicting expectations. This case may affect confidence and efficacy of

teacher according to the key role of administrator and will affect the training functionality.

Studying needs of novice teachers associated with students and class is the second subscale of this study that results show that needs such as teacher problem in using example in teaching, lack of mastery on course content and also failing in class management despite much effort, have been identified the most important needs of teachers in this subscale. However, as the needs of school structure and management subscale, in this subscale, teachers have quantity needs in techniques and teaching skills, using time and also to communicate with students.

The results obtained in this component, in some cases, show differences with the findings of Rezai (2008) and Fadayi (1988). But are aligned with the findings of most foreign researches that know the need to classroom management as the common problem of teacher. As they have shown in many studies the problem that has been identified for teachers and mentors, is classroom management and discipline (e.g. Darling-Hammond, 1997; Robinson, 1998, quoted by Zewe, 2000; Kurtz, 1983; Romatofsky *et al.*, 1989; Goldberg & Proctor, 2000, Thomas & Kiley, 1994).

In third sub scale of research needs of novice teachers has been studied associated with colleagues. In connection with results, we can state that novice teachers usually complain the common responsibility with experienced colleagues. Novice teachers are accepted less and feel isolation. Receiving little support from colleagues refers to the voluntary and informed position of some experienced teachers who believe that novice teachers should pass the same path that they have passed. In other words, "some old teachers thought that it is fair that novice teacher's pass the same path that experienced ones have passed (e.g. Siyadat and Zare, 2001).

The sub scale results are consistent with the findings of other researches in this area (including: e.g. Johnson & Birkeland, 2005; Helford, 1998; Darling – Hamond

& Sclan, 1996, as quoted by Weiss & Weiss, 1999, and ISiyadat and Zare, 2001), but in Rezaei research (2008) Communication and collaboration with other colleagues is known as the slightest problem in familiarity subscale with school and work relationships.

The fourth Scale sub of study investigated the needs of novice teachers associated with training guide. Stewart (2004) believes that if guidance is not suitable for needs, guide process cannot help novice teacher in compliance with fundamental changes in ideas and teaching strategies. Therefore, training guides should work towards a better understanding of teachers' problems as well as providing scientific and practical methods according to understanding the situation that teacher has problem. The findings of this component are confirmed by Hobson, Ashby, Malderez & Tomlinson study results (2009). In addition Lofstrom & Eisenschmidt (2009) obtained similar results.

Studying the most important needs of novice teachers in relation to parents is the five subscale of the research. One of the reasons that have led parents to track their children's status as the most important need for teacher, quoted by Fantini & Mc-Dougall (2009) quoted by Randall, 2010) is related to the teacher's inadequate readiness to establish and maintain relationships with parents. Also researchers believe that difficult relationships with parents have several aspects. Novice teachers complain insufficient preparation to establish and maintain good relationships with parents. Moreover, most novice teachers believe that parents support their efforts because both parents and teachers want their students to do well. So, it is obvious that keeping track of the status of students' by parents is the most important need of novice teachers in this sub scale.

And finally, studying the most important needs of teachers identified that classrooms and students subscales to be recognized as subscale that in which teachers have greatest need. After these subscales, there is the subscale of management and school structure, staff, parents are learning guides. In explaining the reason, it can be said that more time of teachers in the school spends interacting with students in a class of their own, and obviously, teachers will be more sensitive towards their needs in this area. Hence, the above result seems scientific.

Researches that have been done ever on the professional needs of teachers, have not examined these requirements as this study that are divided into 5 subscales. Hence, to find a research that directly verifies findings, so far, is not possible for the researcher; however, most of conducted researches demonstrate the variable that is emphasized over all, is related to management and

administration of the class and needs associated with this subscale such as evaluation problem, time management, organization of class work, class and student discipline, a large number of students, helping students with special needs and creating motivation for students (e.g. Randall, 2010; McCann & Johansson, 2010; Fry, 2009; Olebe, 2005; Koballa, Bradbury, 2009; Lostorm and Schmidt, 2009; Feiman-Nemser, 2003; Ingersoll & Smith, 2004; Royring, Ban, Turner and Presley 2008; Gordon and Maxey, 2000; Kyriacou & Kunc, 2007).

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